

33 school districts in the Leon County School District would have received exactly the same grade as they did when student test scores were taken into account.

That says to me what we have been essentially testing in Florida is not what the school contributes, but the socioeconomic status of the children who come into that school.

Professor Tshinkel went on to say if, in fact, you did assess on value added, what the school had contributed, you had almost a reversal of results. Schools that got F's actually should have gotten A's because they did the most to advance the students for which they had responsibility, and the schools that got A's should have gotten F's because they started with a very advantaged group of students and did not make that great of a contribution to their educational advancement.

RRR provides accountability for what the schools can be held accountable for, what they can reasonably contribute to a student's development and hence a student's performance.

Another topic discussed at our Tampa roundtable was professional development. It was very helpful that most of those who participated were current classroom teachers. These teachers are yearning for new avenues for professional development, for the time to be able to take advantage of these opportunities. The RRR will allow this to happen with a major new national focus on seeing that all of our teachers—those who are entering the profession and those who are at an advanced position as professional educators—have an opportunity to continue their professional development and enhancement. We can only do this in a comprehensive manner.

We believe strongly these principles are a key to achieving the challenge that America faces to provide the knowledge necessary for all Americans to be able to compete effectively in this rapidly changing world in which we live.

If this line on the chart of the increased need for knowledge to be self-sufficient in the world as it exists today is a harbinger of where that line would go in the 21st century, the challenge for American education and the challenge for this Congress to be responsive to the Federal role in education is a stunningly great challenge that requires the most serious attention of the Senate.

I thank all of my colleagues who have contributed to this debate, who have worked to bring forward to the Senate a proposal I believe is worthy of our task. Every 6 years we have a chance to analyze the programs that affect American children, from kindergarten to the 12th grade. This should be an opportunity not just to tinker around the edges, not just to make minor course corrections, but to look at the challenge we face to assure all American children, particularly those who enter the classroom with the least

advantages, will have an opportunity to be successful, and through their success to contribute to the success of America.

RECESS

The PRESIDING OFFICER. Under the previous order, the Senate will now stand in recess until the hour of 2:15 p.m.

Thereupon, the Senate, at 12:44 p.m., recessed until 2:15 p.m.; whereupon, the Senate reassembled when called to order by the Presiding Officer [Mr. KYL].

EDUCATIONAL OPPORTUNITIES ACT—Continued

VOTE ON AMENDMENT NO. 3126

The PRESIDING OFFICER. Under the previous order, the hour of 2:15 p.m. having arrived, the Senate will proceed to vote in relation to amendment No. 3126. The yeas and nays have not been ordered.

Mrs. HUTCHISON. Mr. President, I ask for the yeas and nays.

The PRESIDING OFFICER. Is there a sufficient second?

There appears to be a sufficient second.

The question is on agreeing to amendment No. 3126. The clerk will call the roll.

The assistant legislative clerk called the roll.

Mr. NICKLES. I announce that the Senator from Nebraska (Mr. HAGEL), the Senator from Delaware (Mr. ROTH), and the Senator from Tennessee (Mr. THOMPSON) are necessarily absent.

The PRESIDING OFFICER. Are there any other Senators in the Chamber desiring to vote?

The result was announced—yeas 97, nays 0, as follows:

[Rollcall Vote No. 94 Leg.]

YEAS—97

Abraham	Enzi	Lugar
Akaka	Feingold	Mack
Allard	Feinstein	McCain
Ashcroft	Fitzgerald	McConnell
Baucus	Frist	Mikulski
Bayh	Gorton	Moynihan
Bennett	Graham	Murkowski
Biden	Gramm	Murray
Bingaman	Grams	Nickles
Bond	Grassley	Reed
Boxer	Gregg	Reid
Breaux	Harkin	Robb
Brownback	Hatch	Roberts
Bryan	Helms	Rockefeller
Bunning	Hollings	Santorum
Burns	Hutchinson	Sarbanes
Byrd	Hutchison	Schumer
Campbell	Inhofe	Sessions
Chafee, L.	Inouye	Shelby
Cleland	Jeffords	Smith (NH)
Cochran	Johnson	Smith (OR)
Collins	Kennedy	Snowe
Conrad	Kerrey	Specter
Coverdell	Kerry	Stevens
Craig	Kohl	Thomas
Crapo	Kyl	Thurmond
Daschle	Landrieu	Torricelli
DeWine	Lautenberg	Voinovich
Dodd	Leahy	Warner
Domenici	Levin	Wellstone
Dorgan	Lieberman	Wyden
Durbin	Lincoln	
Edwards	Lott	

NOT VOTING—3

Hagel

Roth

Thompson

The amendment (No. 3126) was agreed to.

Mr. KENNEDY. Mr. President, I move to reconsider the vote.

Mr. BREAUX. I move to lay that motion on the table.

The motion to lay on the table was agreed to.

AMENDMENT NO. 3127

Mr. KENNEDY. Mr. President, I believe we have an agreement on the time on our side. Am I correct?

The PRESIDING OFFICER. Two and a half hours on the Lieberman amendment equally divided.

Mr. KENNEDY. I think we had an understanding with our colleagues that the distinguished Senator from Arkansas was going to be recognized to speak at this time for up to 15 minutes.

The PRESIDING OFFICER. The Senator from Arkansas is recognized.

Mrs. LINCOLN. Thank you, Mr. President. I also would like to thank all of my colleagues who have worked so diligently on these issues, and particularly Senator LIEBERMAN and Senator BAYH who I have been working alongside on the proposal that is before us right now. I also would like to compliment Senator KENNEDY's staff for all the work they have put in, as well as the wonderful bipartisan spirit that has been shown by Senators GREGG, COLLINS, GORTON, and HUTCHINSON in trying to bring about this issue of great importance on behalf of our Nation and on behalf of our children.

I am proud to join my colleagues on the floor today to talk about a bold, new education plan that we hope will provide a way out of the current stalemate over reauthorizing ESEA. I must admit that I am disappointed because so far we have turned one of the most important issues we will debate this year into yet another partisan standoff.

I can't tell you how frustrated I am that we face the real possibility that our children will be forced once again to the back of the bus while partisan politics drive the legislative process off a cliff.

I would like to focus on a comment that was made by one of my colleagues earlier in this debate. Senator LANDRIEU mentioned that we had one chance at reaching each of these individual children in our Nation who are the greatest blessings in this world.

Each year we fall behind in making the revolutionary changes to move our educational system to where it needs to be in order to provide our children with the source of education they need in order to meet the challenges of the coming century. Each year that we fail to do that—if that happens this year—is one year in a child's life that we cannot replace; one year in a child's life that cannot be reproduced or given back to them in terms of what they need to know to be competitive.

If I have learned one thing since my first campaign for Congress in 1992, it